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ABSTRACT

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon professional competencies of v cational teachers, deals with establishing student performance criteria. The module consists of three learning experiences designed to (1) provide prospective teachers with a knowledge of the key factors involved in establishing criteria for student performance, (2) establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance in a case study situation, and (3) establish student performance criteria in an actual teaching situation. Included in each learning experience are some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a self-check activity, and model answers to the feedback exercise. The final learning experience also includes a checklist of teacher performance criteria. (MN)

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ED259205

MODULE D-1

Establish Student Performance Criteria

Second Edition

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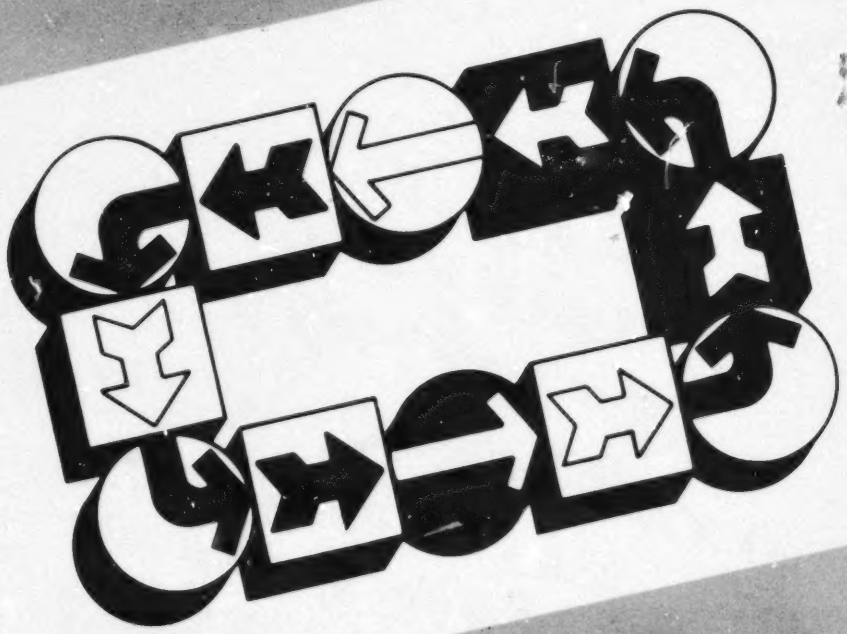

Module D-1 of Category D—Instructional Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
The University of Georgia
120 Driftmier Engineering Center · Athens GA 30602

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THE OHIO STATE UNIVERSITY
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri – Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri – Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for art work. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work, and to George W. Smith Jr. for supervision of the module production process.

Robert E. Taylor
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- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
D-1

Establish Student Performance Criteria

Second Edition

Module D-1 of Category D—Instructional Evaluation
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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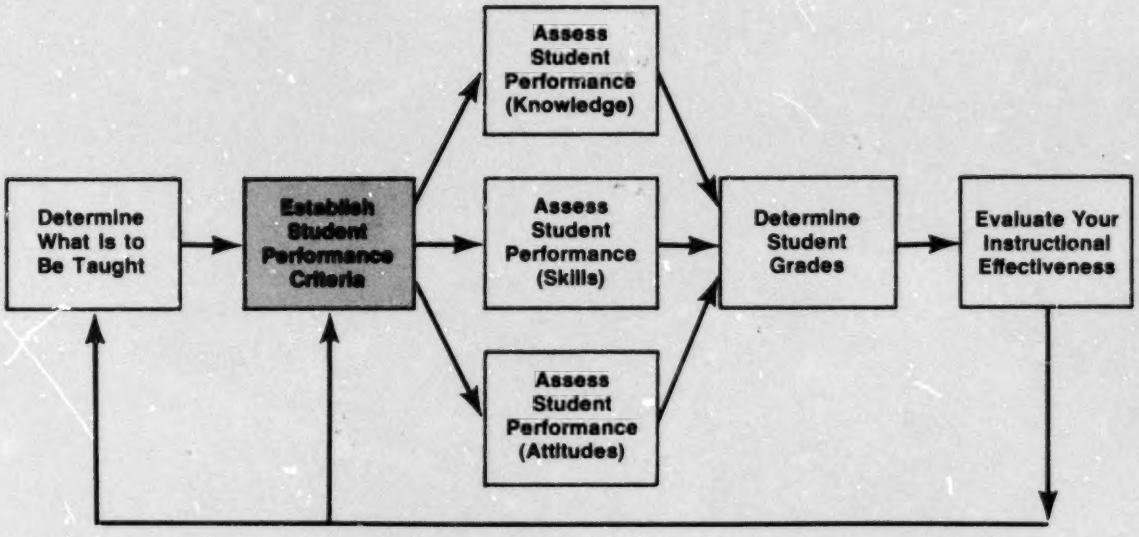

Determine What Is to Be Taught
Establish Student Performance Criteria
Assess Student Performance (Knowledge)
Assess Student Performance (Skills)
Assess Student Performance (Attitudes)
Determine Student Grades
Evaluate Your Instructional Effectiveness

INSTRUCTIONAL EVALUATION PROCESS

INTRODUCTION

Occupational instructors are responsibie for training individuals for entry into or advancement in the world of work. In order to meet this responsibility, you as a teacher must come to grips with two key questions:

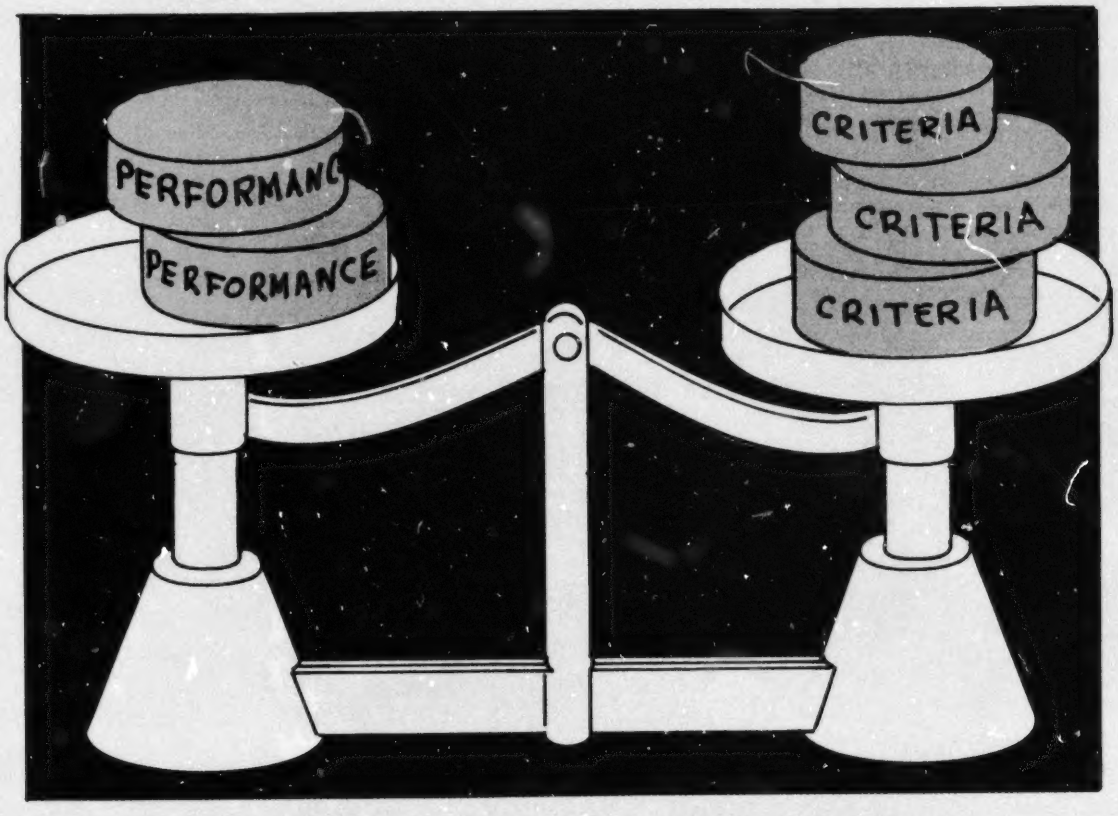
- What factors affect the level of performance that will be expected of learners?
- What criteria (standards) should be used to measure whether the desired level of student performance has been achieved?

Establishing criteria for student performance is not an isolated task; it is a basic part of the instructional process. One of the first steps in this process is determining **what should be taught**. Then, by establishing **student performance criteria**, you have a basis for determining if a learner has fulfilled program requirements at the desired level of competence. Appropriate **measurement devices and techniques** can be selected based on these criteria.

Finally, based on (1) what has been taught, (2) what criteria have been established, and (3) what measurement devices have been used, a **grading system** can be devised that indicates to students and school or college authorities how well students are performing in terms of the established criteria.

The process of student assessment and grading, in turn, gives you one means of evaluating **your own effectiveness** as an instructor. Using this feedback on student performance and teacher effectiveness, you can go back to step one and reevaluate the adequacy and appropriateness of (1) course content, (2) established criteria, and (3) measurement procedures. The whole process flows in a continuous cycle. A graphic illustration of this process is shown on p. 2.

This module is designed to give you skill in identifying and establishing the criteria that are central to this whole process. In addition, it will give you experience in relating these criteria to the other steps involved in the process.



ABOUT THIS MODULE

Objectives

Terminal Objective: For an actual teaching situation, establish student performance criteria. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–22, (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the key factors involved in establishing criteria for student performance (*Learning Experience I*).
2. Given a case situation, establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance (*Learning Experience II*).

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Occupational instructors experienced in establishing criteria for student performance with whom you can consult.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can establish student performance criteria.

A resource person to assess your competency in establishing student performance criteria.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

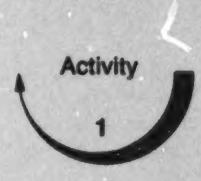
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the key factors involved in establishing criteria for student performance.

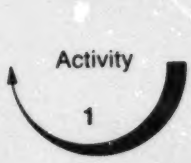


You will be reading the information sheet, Establishing Criteria for Student Performance, pp. 6–10.

You may wish to locate and meet with experienced occupational instructors to review and discuss the criteria that they have established for student performance.

You will be demonstrating knowledge of the key factors involved in establishing criteria for student performance by completing the Self-Check, pp. 10–12.

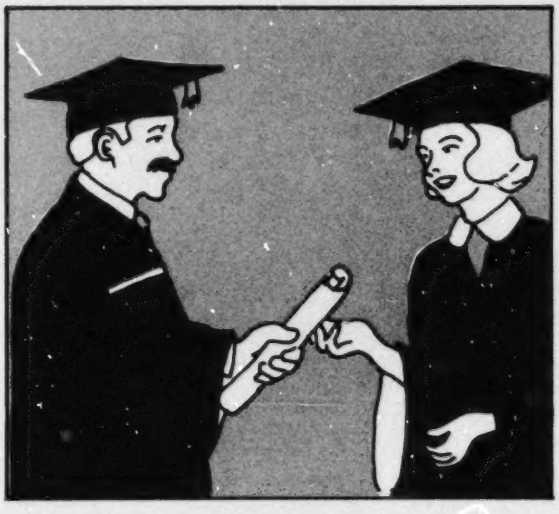
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 13–14.



How will you determine whether your students are sufficiently prepared to leave the program and continue on to further education or enter the world of work? What measures will you use? For information on the purposes for and factors to be considered in establishing criteria for student performance in an occupational program, read the following information sheet.

ESTABLISHING CRITERIA FOR STUDENT PERFORMANCE

Criteria are standards. By comparing actual performance against established performance standards, one can determine how competent the performance is. By comparing a completed product against established product standards, one can determine how satisfactory the product is. In a sense, the products of occupational programs are students—students who are prepared to enter and progress in their chosen occupations.



How can you be sure you have produced a high-quality cosmetologist, legal secretary, chef, ornamental horticulturist, dental hygienist, or automotive mechanic? In order to be assured of producing a satisfactory product, you need to establish criteria (standards) that define the qualities that should be possessed by students who meet your lesson objectives, your unit and course requirements, and the institution's program requirements.

For the most part, these criteria already exist. Your task is not so much one of developing criteria, but rather one of identifying and compiling the standards that have already been established. These criteria may not always be readily apparent, easy to distinguish, or stated as criteria. To locate the criteria, you need to look at five factors: (1) societal factors, (2) occupational factors, (3) institutional factors, (4) students' personal factors, and (5) instructional factors.

You need not, and should not, attempt to identify and establish these criteria on your own. Involving students, advisory committee members, and other teachers in establishing criteria for student performance is an excellent way of helping to establish criteria that are realistic and on target. In addition, cooperating with other teachers in establishing criteria ensures that your courses are compatible and interrelate to form a coherent program.

Societal Factors

Society in general has expectations for graduates of its secondary and postsecondary institutions. Implicit within these expectations are certain standards. For example, society may expect graduates to be contributing citizens of a democratic society. Additionally, society may desire that graduates be capable of thinking critically, of understanding themselves, or of coping with a changing society.

Society's expectations represent broad goals, which are subject to change as society itself adapts and changes over time. These broad goals are probably not written down in black and white.

However, through your own experiences as a member of this society and through formal and informal contacts with other members of this society, you undoubtedly have a pretty clear picture of what society expects of its secondary and postsecondary schools. Other expectations of which you may not be aware should surface during your teacher training experiences.

Furthermore, at the national level, there are a number of educational bodies such as the U.S. Department of Education (ED), the National Education Association (NEA), the American Vocational Association (AVA), and a number of associations specific to the various vocational service areas. These organizations also establish broad goals and objectives that, in turn, suggest standards by which schools and colleges should measure their graduates.

Occupational Factors

Another source of standards is the occupation or occupational cluster for which students are being prepared within your program. Each occupation will usually have some established entry-level standards. The standards may be in the form of licensing requirements for positions within specific occupations (e.g., cosmetologist, aircraft mechanic, dental auxiliary). Licensing requirements include specific standards individuals must meet if they are to be licensed.

Other standards can be identified by determining what a given occupation (or specific company) requires of its entry-level workers:

- What level of performance at what level of reliability and at what speed does the occupation require for entry-level workers?
- What is the nature of the tasks that the entry-level worker will be required to perform?
- What levels of performance, reliability, and speed must be reached to advance in the occupation?

The answers to these questions can be found through reviewing job descriptions, occupational analyses, community surveys, and follow-up studies.

Job descriptions can be located in the *Dictionary of Occupational Titles* (DOT)[1] and the *Occupational Outlook Handbook*.[2] These descriptions are quite general, usually just briefly describing what an individual in that job does and knows, and what equipment he or she uses.

Occupational analyses[3] give more detailed information. The data in such an analysis are usually gathered by asking workers and supervisors in a particular occupation what tasks are performed on the job. The result is a detailed and lengthy task list. Well-developed analyses will also have criteria stated for each task.

Occupational analyses have been prepared for many jobs listed in the DOT. They can be located through national clearinghouses, such as the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE); your state department of education, division of vocational education; or your local school or college.

Other sources of information include (1) the community survey,[4] which generally contains information on what local employers expect of beginning workers, and (2) the follow-up study,[5] which gives information about how well your institution's graduates measure up to existing occupational standards. If the school or college in which you are employed has conducted either a community survey or a follow-up study recently, these can be excellent sources of information.

By reviewing all the sources of licensing and occupational data previously mentioned, you can readily identify the standards specified for students' entry-level or advancement-level performance.

Institutional Factors

The criteria for student performance will be even further defined by the requirements of the institution by which you are employed and its community setting. Members of a community hold certain values, and they generally expect the educational institutions within the community to uphold those values and to pass those values on to the students as part of the educational program. Thus, the community sets certain standards.

For example, an urban community may expect that students in a cooperative distributive education program will exhibit specifically defined dress and behavior patterns. A rural area may have different expectations of its DE students and, indeed, might object to urban standards as being inappropriate. Community standards tend to become embedded in the standards established by the school. These institutional expectations should, in turn, become part

1. U.S. Department of Labor, Bureau of Employment Security, *Dictionary of Occupational Titles* (Washington, DC: U.S. Government Printing Office, current edition).

2. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook* (Washington, DC: U.S. Government Printing Office, current edition).

3. To gain skill in conducting an occupational analysis, you may wish to refer to Module A-7, *Conduct an Occupational Analysis*.

4. To gain skill in conducting a community survey, you may wish to refer to Module A-1, *Prepare for a Community Survey;* Module A-2, *Conduct a Community Survey;* and Module A-3, *Report the Findings of a Community Survey*.

5. To gain skill in conducting a student follow-up study, you may wish to refer to Module A-10, *Conduct a Student Follow-Up Study*.

of the standards of performance you set for your students.

Further criteria can be derived from certain requirements set by the school or college itself. Institutional policies will usually specify standards covering the following areas:

- How often must the level of student performance be reported?
- What symbols should be used in reporting the level of performance (e.g., percentages, letter grades, pass/fail, written evaluations)?
- What level of performance is represented by a certain grading symbol (e.g., A = 95%–100%)?
- How many credit hours must a student earn to graduate from a given program?
- How many credit hours are assigned to each course or unit of study (e.g., set of competencies)?
- Which courses or competencies are required for graduation and which are electives?
- Are the standards for students to be absolute (criterion-referenced) or relative to the achievement of other students (norm-referenced)?
- Is student **effort** to be considered in establishing criteria?

There are other institutional factors related to the more physical constraints of the school or college: time, facilities, and personnel. The standards you establish for student performance must be realistic in terms of the number of staff, amount of time, and facilities available in your institution.

In addition, the quality of equipment and level of competency of the occupational program staff members will have to be considered in establishing criteria. You cannot, for example, expect a machine shop student to achieve a high level of accuracy on a worn-out lathe or a dental auxiliary student to be able to place a filling if that skill is beyond the instructor.

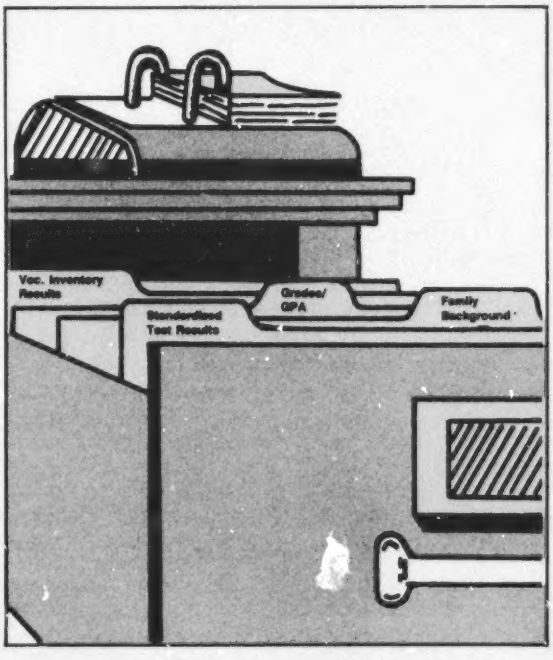
Students' Personal Factors

As might be expected, when you begin to establish criteria for student performance, you need to consider the needs, interests, and abilities of the students you will be teaching. The level of competence acquired to date by the students entering your course or program will also directly affect the criteria you establish. The level of student competence does not change the occupational standards set for the program, but it can affect the amount of time you allow for students to reach these standards or the number of objectives you expect students to meet.

For example, suppose criteria for student performance are established that assume that entering students have a background in basic math. If you find that students do not have this background, then those criteria must be modified to take this into account.

In addition, students' career goals should be considered. The criteria you establish should be set at a level that allows students to reach their goals. Some of your students may plan to enter the job market through suboccupations. Others may wish to be fully trained journeymen or technicians upon graduation. These goals should be recognized, and criteria should be set accordingly. If your standards fall below, or far exceed, the standards required in the occupations for which your students are being trained, then these standards should be changed.

Students' needs, interests, abilities, and career goals can be identified through a number of sources. Administering standardized tests, reviewing cumulative records, and discussing career goals with students on a formal and informal basis are all excellent devices for locating such information.[6]



6. To gain skill in gathering needed student data, you may wish to refer to Module B-1, *Determine Needs and Interests of Students;* Module F-1, *Gather Student Data Using Formal Data-Collection Techniques;* Module F-2, *Gather Student Data Through Personal Contacts;* Module F-3; *Use Conferences to Help Meet Student Needs;* and Module L-2, *Identify and Diagnose Exceptional Students.*

Instructional Factors

You probably have noticed that the factors discussed so far have become increasingly more specific—from the broad goals of society to the specific qualities of your students. The instructional factors determine the most specific criteria: program criteria; course, unit, and lesson criteria; or learning package criteria.

As you attempt to establish criteria, it is important to consider the broad factors, such as societal goals, because the more specific criteria must be consistent with these broader purposes. However, it is the criteria you establish at the instructional level that are generally the most specific and are the factors over which you have the most control as a teacher.

Ideally, an occupational **program** will be structured around a set of student performance objectives[7] that represent required competencies or skills (for entry and/or advancement) in an occupation or occupational cluster. As mentioned previously, these competencies can be identified through an occupational analysis.

Assume that for a given program, 60 competencies are identified. In a competency-based program, these competencies would be translated into specific student performance objectives, which are often then used as a basis for the development of individualized learning packages.

In a conventional program structure, the competencies would first be divided and grouped into **courses**, depending on the length of the program, the logical clustering of competencies, and the logical sequence of competencies. Finally, very specific student performance objectives covering particular tasks would be developed to shape **unit** and **daily lesson** plans.

Each student performance objective, if well stated, will contain a **criterion** component. The criterion component of a well-stated student performance objective outlines the level of achievement the student must attain in order to satisfactorily complete that performance under the conditions outlined.

Thus, program objectives should include criteria describing the level of achievement students must reach to complete (and pass) the program successfully. For example, a conventional business education program designed to train persons to be employed at the Clerk Typist III level, might include the following criteria.

- **Program Criteria:** (1) The minimum number of words to be typed per minute is 60, (2) the complexity of the material is to be straight manuscript typing, and (3) there are to be a maximum of three errors in a five-minute test.
- **Course Criteria:** At the end of the first course, students will be able to type (1) 35 words per minute, (2) of straight manuscript typing, (3) with six or less errors in a five-minute test.
- **Unit Criteria:** The student will be able to locate the position of (1) **all** letters and symbols on a standard typewriter keyboard, (2) with 100 percent accuracy.
- **Lesson Criterion:** The student will be able to type a given combination of letters 20 times without error.

In some schools or colleges, the objectives and criteria for all these levels will have been predetermined. In other institutions, the program and course objectives and criteria will have been established, and you will expected to generate unit, lesson, or learning package objectives and criteria from those broader objectives.

In still other schools, you will be expected to assist in the development of the objectives and criteria at all levels. Regardless of who establishes these student performance objectives, once they are established, the criteria within them become part of your overall criteria for student performance.

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7. To gain skill in developing student performance objectives, you may wish to refer to Module B-2, *Develop Student Performance Objectives.*

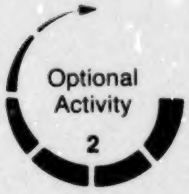
It should be noted that, if you are involved in a competency- or performance-based education program, it should be especially easy to locate the instructional criteria. One of the key features of such programs is that criteria are spelled out in advance for each skill identified, and these criteria are made public to students and interested others.

At this point, you should have the information you need to develop the detailed list of criteria for student performance that you will use in your teaching.

These criteria then serve as a basis for later decisions you will make regarding such questions as the following:

- What kinds of data need to be collected?
- At what points should data be collected?
- What kinds of testing techniques and devices will be used?

To summarize, the purposes of establishing criteria for student performance are (1) to ensure that students attain the required occupational competencies and (2) to provide the basis for continual—periodic and final—evaluation of the progress students are making toward development of these competencies.



You may wish to arrange through your resource person to meet with experienced instructors in your occupational specialty to review and discuss the criteria they have established for student performance, the factors they considered in establishing these criteria, and the sources they used in identifying criteria.

The following items check your comprehension of the material in the information sheet, Establishing Criteria for Student Performance, pp. 6–10.

SELF-CHECK

I. Essay:

Each of the four items below requires a short essay-type response. Please explain fully, but briefly.

1. Assume that a peer says to you, "Establishing criteria is just more educational busywork. I don't need to do all that to be an effective instructor." Describe what you could say to that peer to convince him or her of the importance of establishing criteria for student performance.

2. Assume that a peer says to you, "I've looked everywhere and I can't find an established list of societal goals. Anything that hard to locate can't be all that important." Describe how you could help this person identify societal goals and understand their importance in establishing criteria.

3. How can occupational advisory committee members be of assistance to you in establishing criteria for student performance?

4. Assume that you are trying to determine what skills and what level of skill are needed by entry-level workers in the occupations for which you are training your students. What sources or documents could you use to locate this information?

II. Identification:

Identify (underline) the **criteria** components of the following student performance objectives.

1. Following a demonstration of techniques for stitching heavy materials, students will stitch given materials so that they will pass inspection guidelines.

2. Upon completion of a unit on alternatives in careers, the students will have increased their knowledge of options available to them, as demonstrated by their being able to identify 50 percent more of the opportunities on the posttest than on the pretest.

3. Students will define 90 percent of the editing symbols on a given list.

4. Given ten shafts with differing measurements, students will measure the diameter of each with a micrometer to within .001 inch of the instructor's measurement.

5. Students will change any cash register tape within two minutes so that the register is ready for tabulation.

Compare your written responses to the self-check items with the model answers given below. For Part I, your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points. For Part II, your responses should exactly duplicate the model responses.

MODEL ANSWERS

I. Essay:

1. You need to explain to this peer that, although establishing criteria involves work, it is **not** busywork (i.e., active, but valueless). There is a very real purpose and value in setting criteria for performance. If the training provided is supposed to prepare individuals for employment in a particular occupation at a particular level, then it is vital to set guidelines to ensure that this goal is reached.

   Criteria for student performance serve this purpose. They provide the standards by which you can measure not only successful student performance but also the effectiveness of your courses and your teaching.

2. The American public schools were established by American society to guarantee free education to all its citizens. In addition, the citizens in the society support these schools through their tax dollars. Postsecondary institutions may also receive public funds. In addition, they generally must be responsive to community needs if they are to survive economically. Local citizens are their clientele. Local businesses and industries hire their graduates.

   Therefore, it is critical that the criteria you establish for student performance reflect the goals and values of this society, which is, in effect, your employer.

   If your peer has taken a teacher training course such as "Education in a Democracy," he or she should be able to identify some societal goals from that course content. By being a functioning member of society for more than 20 years, the peer should be able to identify the general goals of the society.

   The news media's coverage of educational issues, such as a judge's ruling that a male student has a right to grow his hair long, reflect other societal values. You need to explain to the peer that, although these societal standards are not written down in a single source, they can be readily identified with a little careful thought on his or her part.

3. The members of your occupational advisory committee are members of the business/industry community and the local community in general. As such, they can provide you with direction in establishing occupational performance standards and standards reflecting the community's goals for its students.

   They can provide information from their own personal experience and can usually help you locate additional sources of information. With their assistance, you can be more certain of establishing realistic criteria that reflect the standards that students will actually be expected to meet upon employment.

4. Occupational standards can be identified through such sources as (1) your occupational advisory committee, (2) other members of the business/industry community who could employ your students, (3) occupational analyses, (4) community surveys, and (5) student follow-up studies. Your supervisor, fellow teachers, state department personnel, and library staff can help you locate additional sources.

II. Identification:

1. Following a demonstration of techniques for stitching heavy materials, students will stitch given materials so that they will pass inspection guidelines.
2. Upon completion of a unit on alternatives in careers, the students will have increased their knowledge of options available to them, as demonstrated by their being able to identify 50 percent more of the opportunities on the posttest than on the pretest.
3. Students will define 90 percent of the editing symbols on a given list.
4. Given ten shafts with differing measurements, students will measure the diameter of each with a micrometer to within .001 inch of the instructor's measurement.
5. Students will change any cash register tape within two minutes so that the register is ready for tabulation.

Level of Performance: For Part I, your responses should have covered the same **major** points as the model answers. For Part II, your responses should have been identical to the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing Criteria for Student Performance, pp. 6–10, or check with your resource person if necessary.

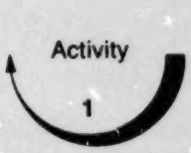
Learning Experience II

OVERVIEW

Given a case situation, establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance.

You will be reading the Case Situation, p. 16, establishing student performance criteria on the basis of the information contained in the situation, identifying additional information needed, and describing what sources could be used to obtain this additional information.

You will be evaluating your competency in establishing partial criteria for student performance and identifying additional information and sources needed by comparing your written response with the Model Response, p. 17.



Assume you are a newly hired vocational-technical teacher and you wish to establish criteria for student performance in a course you will be teaching. In the case situation described below is the information you have been able to gather so far. Please read this information and then **respond in writing** to the questions following the situation.

CASE SITUATION

You are a new teacher in an area vocational-technical school. Assume you were hired to teach an introductory course in a program in your own service area (e.g., if your service area is home economics, then you might wish to assume you were hired in the food service supervision program to teach introductory food service management). This course is the first part of a three-part sequence.

Your school is on a six-week grading schedule and letter grades are required. From discussions with the faculty members who are teaching the second and third parts of the sequence, you have learned that an occupational analysis has been done for your area. Based on this analysis, 300 student performance objectives have been identified as necessary for entry-level competence in the occupation.

In addition, the faculty member who teaches the second part of the sequence has complained to you that she has had to spend the first few weeks of her course each year reteaching basic materials. Otherwise, the students are unable to deal with the new material.

- *What criteria can be established on the basis of this preliminary information?*
- *What additional information will you need in order to establish criteria for student performance?*
- *What sources would you use to obtain the additional information needed?*

Compare your written response to the case situation with the model response given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL RESPONSE

On the basis of the preliminary information, you can establish that (1) you need to report grades every six weeks and (2) the grades you report must be letter grades. You also know that yours is to be the introductory course in a three-course sequence and that previously this introductory course has not adequately prepared students for the second course in the sequence.

Thus, first you need further clarification from the teachers of parts two and three of the sequence about what their objectives are and what level they expect students to be at after completing your introductory course.

Second, you need to review the 300 student performance objectives to determine which ones should be covered in your course and to what level.

Third, you need to identify societal and community standards expected of your students, including the standards set by the business/industry community.

Fourth, you need to determine if the school, district, or college has any further standards (beyond reporting six-week grades using letter grades) that need to be considered in establishing criteria.

Fifth, you need to determine your students' needs, interests, abilities, and career goals.

This information can be located through (1) discussions with fellow teachers and administrators, (2) review of the occupational analysis already identified, (3) review of additional occupational analyses, (4) discussions with your occupational advisory committee, (5) administration of standardized tests to students, (6) review of students' cumulative records, (7) formal and informal discussions with students, and (8) formal and informal discussions with members of the community.

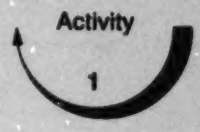
Level of Performance: Your written response to the case situation should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing Criteria for Student Performance, pp. 3–10, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

For an **actual teaching situation,*** establish student performance criteria.



As part of your teaching duties, establish appropriate student performance criteria. This will include—

- identifying the factors to be considered
- gathering input from school/college and community sources to help establish criteria
- using the information you gather to establish criteria for student performance

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance for your resource person to review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–22.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in establishing student performance criteria.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Establish Student Performance Criteria (D-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher gathered needed information on each of the following factors:						
1. societal factors	☐	☐	☐	☐	☐	☐
2. occupational factors	☐	☐	☐	☐	☐	☐
3. institutional factors	☐	☐	☐	☐	☐	☐
4. students' personal factors	☐	☐	☐	☐	☐	☐
5. instructional factors	☐	☐	☐	☐	☐	☐
The teacher established criteria based on each of the following factors:						
6. societal factors	☐	☐	☐	☐	☐	☐
7. occupational factors	☐	☐	☐	☐	☐	☐
8. institutional factors	☐	☐	☐	☐	☐	☐
9. students' personal factors	☐	☐	☐	☐	☐	☐
10. instructional factors	☐	☐	☐	☐	☐	☐
The teacher gathered input from the following sources in establishing criteria:						
11. personal knowledge of the occupation and acceptable standards	☐	☐	☐	☐	☐	☐
12. vocational-technical faculty members	☐	☐	☐	☐	☐	☐
13. occupational advisory committee	☐	☐	☐	☐	☐	☐
14. students	☐	☐	☐	☐	☐	☐
15. follow-up studies	☐	☐	☐	☐	☐	☐
16. occupational analysis	☐	☐	☐	☐	☐	☐
17. community surveys	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
The established criteria were:						
18. consistent with the factors identified	☐	☐	☐	☐	☐	☐
19. clearly stated	☐	☐	☐	☐	☐	☐
20. concrete and specific enough to provide evaluation guidelines	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart
- C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

- G-1 Develop a School–Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up to Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal–Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

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Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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